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Connecticut Common School Journal  
AND  
ANNALS OF EDUCATION.

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ELBRIDGE SMITH, EDITOR OF THIS NUMBER.

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SCHOOL RECORDS.

EDUCATION is, to a great extent, an inductive science. No theory based upon the philosophy of mind or upon the structure of the body, or upon the relation of the mind to the body, can be made so perfect as not to require the corrections of experience. Hence, the observation and the recording of facts, ought to be made an important element in the work of education. In no department of education have we been more deficient than in making and preserving such records. There are few institutions in this country, we apprehend, whose records have been so faithfully kept as to enable one to deduce from them the history of the discipline and instruction for the past fifty or a hundred years. Not only has there been a general neglect of recording the facts pertaining to what we may call the inner life of the schools, but we suppose it would be impossible to obtain the names of the teachers and pupils for any considerable period, except so far as they might be gathered from the memories of the living. It is a matter of surprise how barren are the chapters in our town and even in our State histories, which pertain to the training of the mind. Indeed it is a common idea even with intelligent men, that a school can have no history. There is in this respect, a great difference between the biographer and the historian. The biographer, in presenting a picture of a successful life, is led to inquire with the greatest accuracy into the causes which have produced that life. "He delights to dwell

upon the minutest circumstances of preparation which contributed to the great man for the field of his glory. He delights to watch, fold by fold, the bracing on of his Vulcanian panoply, and observe with pleased anxiety, the leading forth of that chariot, which, borne on irresistible wheels, and drawn by steeds of immortal race, is to crush the necks of the mighty, and sweep away the serried strength of armies."

The child is father of the man. We must therefore know the child if we would thoroughly understand the man. And how can we understand the relations of childhood to manhood, unless we are intimately acquainted with the influences under which the affections, the thoughts and the aspirations of youth were fashioned and developed into the characters of men.

These considerations are sufficient to show the importance of making and preserving school records in a historical point of view. They show what light may be shed upon the character of manhood by a careful inspection of the causes which operated upon the childhood that produced that manhood. They show, also, how the character of a whole community, or even of a nation, may be accounted for by accurate data, drawn from the schools in which the community or the nation was educated. And these reasons are sufficient why such records should be kept. Were there no stronger reasons, these alone would be sufficient to make it obligatory upon every teacher or board of school managers, to preserve, in a permanent form, such records as the biographer or the historian may require for a full investigation of the causes which have formed the character of the individual or of the community.

But there are still stronger reasons why such records should be kept. They should be kept not only that we may understand the existing characters of individuals and communities, and those which may exist, but that we may learn how to raise both individuals and communities to a higher moral and mental life, than has as yet been attained. The science of education will be improved, if improved at all, by carefully observing the causes which produce both good and ill effects, and by carefully multiplying and strengthening the former, and as carefully diminishing and removing the latter. There has already been teaching enough in the world to enable us to deduce from it an almost perfect system of education. The difficulty is, we are not able to avail ourselves of the results of this teaching. The facts which have been developed have not been recorded; and the few facts which have been recorded, have not been so recorded as to

render them available for the advancement of educational science. No well digested system for directing and recording observations has been devised in this country, so far as we are informed. The registers required by the legislatures of some of the States of the Union, it is true, are valuable so far as they go. But these returns, for the most part, regard education in its lower rather than in its higher relations; they pertain rather to the material and economical features of the work than to the intellectual and moral ends to which all other places and purposes are subordinate.

As in every hospital there should be an accurate record of all the facts pertaining to the physical welfare of its inmates, so in every school-room there should be a careful record of all the facts pertaining to the attendance and the moral and intellectual progress of its pupils. A school ought to have, and does have, a distinct life of its own. There should be in every school-room the means for the teacher not only to record this life or history, but also the means of reading its past history. A teacher who takes charge of a school which has been in existence for a series of years, and who thus enters into the labors of those who have gone before him, if faithful to his trust, will seek to know the causes which have been operating to bring the school to the condition in which he finds it, whether that condition be good or bad. It is quite too frequently the case that the change of teachers in a school becomes a complete revolution. In the present condition of our schools, it must be so to a great extent. In most cases where a teacher leaves a school, he leaves no land-marks for his successor. The society is resolved into its original elements, and this takes place frequently every year, and sometimes several times in a year. If, now, a well-digested system of school records existed, and were enforced by law, there might be, and there would be a school-life as distinct from the character of any one teacher, as the life of a nation is distinct from the character of any particular administration. It would then be possible, not only to compare a school with itself at different periods, but also to compare different schools with each other.

We are glad to observe that this subject has received attention from the National Teachers' Association, and that a committee has been appointed to report upon it at their next meeting. No subject of greater importance could come before the teachers of the nation. We hope a carefully digested system of records will be prepared and thoroughly discussed. The action comes from the right quarter, and if wisely taken will be productive of the best results.

## WORCESTER'S QUARTO DICTIONARY.

WE soon shall have, it may be before our next issue, an important addition to our means of English education. The publication of a really good dictionary constitutes an era in the history of a language. The publication of Johnson's dictionary did much toward settling the usage of the English language, and in the history of our language constitutes an era almost as important as the revolution of '88 does in the history of the English monarchy. So also, the publication of Dr. Webster's dictionary in our own country was an event which has left its mark upon the history of the language during the present century. Its sphere of influence has been wider even than that of its predecessor, inasmuch as it has found its way not only to the professional and private library, but to the school-rooms of almost every town and city in our land. Nor will this influence soon pass away. It will not cease immediately on the appearance of another similar work, however able and successful. Webster's dictionary will be sought for and consulted for ages yet to come.

We can not, however, but rejoice that Dr. Worcester has been able to complete the series of dictionaries upon which he has been so long and so successfully engaged. The more elementary volumes of his series have long been before the public, and have won for their author a reputation second to no English lexicographer living or dead. But the state of Dr. Worcester's health has delayed the completion of his great work, the results of a life most earnestly devoted to the study of our language, until the present year. We must be allowed to say that Dr. Worcester's character as a man, is in perfect accordance with his character as a scholar—*modest, true and thorough*. We have never felt more the modesty of truly great scholarship, than when in Dr. Worcester's presence. We mention this, not so much for the purpose of paying a compliment, as for assuring our readers that in taking his volume in hand, they may give themselves up to its guidance with that pleasure which springs from a knowledge of the author's purity, integrity and ability. We whose office it is to teach, and shall have occasion to use Worcester's dictionary in carrying on our work, may feel that the results to which he has arrived, have not been reached by any rash generalization or hasty examination. We have no doubt that in this new dictionary we shall find the present condition and past history of the English language, more exactly and more thoroughly stated than in any other volume. It will become a

most welcome ally to every teacher. We most sincerely congratulate Dr. Worcester upon the completion of his task. Others may conceive of the greatness of the work which he has accomplished, but he alone can *know* it. May he be rewarded for his toil by a patronage as ample as that which has been bestowed upon the work of Dr. Webster. May Webster and Worcester in their quarto forms, be found in every school-room in the land.

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OFFICIAL DEPARTMENT.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, }  
New Britain, June 11th, 1859. }

THE annual report of the Superintendent has been made to the General Assembly, and a sufficient number of copies printed to supply the School Visitors of the State. It has been put up in packages, each package containing a number of copies equal to the number of School Visitors of the town to which it is directed. These packages have been sent out by the Representatives to the General Assembly. The Chairman of the Board of Visitors, or the acting School Visitor of each place is requested to distribute these reports to the different members of the Board.

An act has passed both houses of the General Assembly, changing the time for District Committees to make their reports from the 30th to the 11th of September. This will give the acting Visitors more time to make up their returns.

When the summer school does not close before the 31st of August, the average attendance and some other facts must be estimated from the portion of the term already elapsed. The blank forms for these returns were sent to the acting Visitors of the different towns by mail, in January last.

Blank forms for the enumeration of children in January, and for accompanying certificates, have been sent from the Comptroller's office by the Representatives to the School Visitors of the different towns. If the Visitors do not receive them, they should apply to the Representatives or to the Comptroller's office, Hartford.

Any additional enactments, relating to common schools, or alterations of present laws, will be published in the Common School Journal during the summer.

DAVID N. CAMP,  
*Superintendent of Common Schools.*

## NORMAL SCHOOLS.

The next term of the State Normal School will commence August 10th, and continue eight weeks. Applications for admission should be made to the subscriber, on or before the first of August. No pupils will be received after the commencement of the term, unless special reasons exist to justify the Trustees of the school in departing from the general rule.

DAVID N. CAMP, *Principal.*

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## Resident Editor's Department.

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## PARENTAL CO-OPERATION AND INFLUENCE.

THE great importance of a cheerful and judicious parental co-operation, in promoting the interests of our schools, must appear obvious to every reflecting mind. No school can be, in the highest degree, prosperous and successful in its operations and influences, unless there is a union of purpose, feeling and action between parents and teachers. Engaged, as they are, in the performance of one and the same great work—the training of the young, and qualifying them for a wise discharge of life's momentous duties—there should be a singleness of aim and purpose. What more important work is there? What more loudly calls for the exercise of the combined effort and wisdom of all concerned? With what care and constancy should each endeavor to use the wisest means, and with what watchfulness should each seek to co-operate with the other!

The chief work of the school-room devolves, it is true, upon the instructor, but the material upon which he labors is, for a large portion of the time, subjected to other training and influences; and it is sometimes the case that the good work of the school-room becomes sadly interfered with, or impeded, by the untoward effect of foreign influences. In how many cases are the instructions and examples outside the school-room, directly counter to those within,—the day impressions of the teacher being effaced or defaced by the apathy, opposition, or injudicious efforts or counsels of others! In how many instances



do parents thwart the teacher's wishes, oppose his plans, misrepresent his motives, withhold every encouragement, and then complain, with bitterness, that their children make no progress! They unwisely hedge up the avenues to all true advancement in knowledge, and then cruelly charge the consequences of their own folly or imprudence upon the teachers. If an artist should spend the day in painting some landscape, which every night should be entrusted to the care of others, who should give it such additional touches as their untrained judgment might suggest, who would not see that the artist's views could never be developed, or his picture properly perfected? And yet just so is the teacher's work often exposed to unwise influences, and his efforts counteracted.

True it is that all teachers are not workmen of unquestioned skill and merit. They are sometimes injudicious, and by their errors in judgment, or imprudence in actions and requirements, almost *provoke* opposition on the part of scholars who usually aim to discharge their duties with promptness and propriety;—but it must also be admitted that, as a general thing, those parents who rightly discipline their children at home, and send them to school with correct views of the duties required of them there, will seldom have occasion to complain of the incompetency of teachers, or the non-improvement of their children. If youth are absolute in their authority at home,—and some are at a very early age,—or hold the balance of power there,—as is often the case,—it will not be strange if they manifest a restive or rebellious spirit if any attempt is made on the part of the teacher to abridge their assumed powers and privileges in the school-room. If children thus situated at home can not have free exercise of the “veto power” at school, they feel very much inclined to regard their teacher as a very inefficient man, and they report accordingly,—sometimes making the truth very elastic to subserve their purpose.

It will occasionally happen that a boy rightly trained at home, will prove troublesome at school; but so seldom is this the case, that when complaint is made against a boy for insolence, disobedience, or any impropriety at school, in nine cases out of ten, it will be found that a boy's school behavior forms a pretty close *fac simile* of his home deportment.

If parents would strive to encourage the teacher, and co-operate with him;—if they would teach their children to be respectful, obedient, and courteous in all their bearing towards him who is their instructor and friend, our schools would be far more useful and successful. But how shall this co-operation be secured? We answer,

it must be gradually gained by the judicious and continued efforts of teachers. They must seek the acquaintance of parents, and show themselves to be deeply interested in work of the school. Feeling the importance of this co-operative influence, as none but teachers can, they must zealously and constantly labor to awaken a true interest on the part of others. Earnestly laboring and patiently waiting, they will eventually secure their reward.

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For the Common School Journal.

### AN ALLEGORY.

"Faith is our guide, and faith our light."

I had grown weary of idle amusement, and was considering in what way to employ myself, when a bright form appeared to me, and said, "Come! Thy Master hath need of Thee." He took my hand, and led me to a pleasant field, where I saw many young lambs resting on the grass. As I looked upon the flock, my guide gave me a roll, saying, "Here is a message from thy Lord." I opened the roll, and found inscribed therein, in golden letters, "*Feed my Lambs.*" "And here," said he, "is his gift to thee." He held before me a casket, in which was a radiant jewel that cast its light on all around.

My eyes had never beheld such a lustrous gem, and as I gazed in wonder, he exclaimed, "This is Faith, and it is the light thy Master, the Great Shepherd of this flock, hath sent to be thy comfort in thy labor. The divine fire within it must be daily rekindled by the breath of prayer. Its light will shine only on those fields and paths where it pleaseth the Good Shepherd thou shouldst walk with his flock. It will grow dim if impure passions burn within thy breast, and will utterly fail, if, at any time, thou dost neglect thy flock, or lead them where Faith hath not shone before."

I soon learned to know each one of my charge, and every day my affection for them increased. The fields through which the light of my gem guided me, were watered by the stream of Knowledge. Here I led my flock for refreshing water. I watched my gem with greatest care, and saw with delight that it constantly grew brighter, and more than all, its light each day extended farther, so that I was never wearied with looking beyond me where lay wider and greener fields. I saw, too, that the river of Knowledge grew broader and deeper, till arched bridges spanned the tide, and splendid cities and



magnificent temples adorned its banks. I was never lonely, for Love came and walked beside me, and assisted me in my labor, pointing out to me the freshest verdure, and, when we came to any rough and stony places, lifting the youngest and feeblest lambs in her arms to carry them over.

Thus happily passed many days; but at last I grew weary of the monotony of my task, and glanced with contempt upon the wild flowers that dotted the ground where I trod, wishing for more gorgeous scenes. I looked with envy to the distant glories which Faith revealed far on in my road, but the way thither seemed so long that I turned my eyes from it with a sigh, and would think no more of the prospect of future good, because so much time must elapse before it could be realized in present good. When Love, my faithful friend, approached me with words of hope, I answered her with chiding, till she withdrew herself from my society, sad and grieved. I neglected to keep undimmed the fire of my gem, and did not perceive that it blazed fitfully, and gave but an uncertain, flickering light. My labor grew distasteful, and the lambkins suffered from want of care.

I looked into the forbidden fields of Indolence and Worldliness, and longed to join the gay crowds that I saw dancing over plains bright with flowers. At last, when one falsely called Pleasure beckoned me with smiles to draw near, I obeyed the summons, and, hastily throwing aside my roll and jewel, followed her with heedless steps.

For a time the measure of my reckless joy seemed full, but I soon wearied of the giddy dance, and wandered far in search of new amusements. All things were so novel and strange, that I entirely forgot my flock, and all the duties in which I had formerly been engaged. At length, clouds began to gather thick and fast, soon overspreading the sky. My guilty and alarmed companions fled in haste. Blinded by lightning, deafened by the thunder's crash, I groped through the darkness, till my feet were worn and bleeding, and I sank with exhaustion.

And now my Master's messenger appeared again, accusation and judgment flashing from his countenance. In his hand he bore the lost roll, but now its letters of gold were letters of fire, which burnt into my brain. With terrible tones he spoke: "How hast thou performed thy task? Where are the lambs of thy flock?" I sank at his feet, imploring mercy. At that word, his face changed its expression of anger to that of pity, and, in a softened voice, that brought hope again to my heart, he exclaimed, "His mercy endureth

forever!" He raised me from the ground, supported my fainting frame, and led me back to the fields I had left. Our path was not by the way I had come, but lay through a deep and shaded valley, named Humiliation. He often placed to my lips a draught called Repentance, which, though very bitter, strengthened and revived me.

When I came back to my own pleasant pastures again, what was my remorse to find my flock scattered and wasted. Some had followed my erring footsteps, but their tender frames could not endure the cold winds of Temptation, and those who had followed me farthest had stumbled and fallen among the pitfalls and snares of Despair, the region from which I had just been rescued. Others had been kindly cared for by more faithful shepherds, who found them straying without a guide. But the mercy of the Good Shepherd directed his messenger to bring them all back, and after long searching and great effort, all were restored safely to the fold.

Again the golden letters of the roll gleamed forth before my eyes, and with joy I seized my lost jewel. At first it was dark and dull, but its light revived as the breath of prayer fell upon it, and it grew brighter and brighter daily. As I continued my labor, ever leading my flock in those pastures where its lustre fell, and came nearer the end of my way, it frequently revealed to my raptured sight, glimpses of the heavenly fields, and I saw the "Chief Shepherd" himself leading his flocks in the "green pastures" and by the "still waters" of Paradise.

J. G. E.

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#### THE LOVE OF TEACHING.

THE progress of any cause depends upon the interest of those engaged in it. Only partial success will attend efforts made from obligation, in an employment distasteful in itself, and chosen only as a means to some other end.

The heart must be enlisted, if we would have the work of the hands successful. No one has a right to select teaching as a profession, unless he can enter upon it with a love for it, and a desire to spend his best energies in the service.

The education of the mind and heart, obtained not from books alone, but from all life's passing events, is worthy the noblest efforts, and most sacrificing labors. It is a weighty responsibility to be daily

making an eternal mark upon the character of each one, whom God has given to our charge; can we be faithful in giving light to their minds, and directing their hearts to Him who is its unfailing source, if we have not something of that love for our labors which was exemplified in the life of our Great Teacher?

If a teacher goes to his day's work feeling it a task, and that if his steps followed his inclination, they would lead anywhere but to school, he will inspire much the same feeling in the scholars, for they soon catch the spirit which prevails among them, and will set no higher value upon their improvement than he to whom it is committed; they will take the same note of time, and hail with gladness the close of the session.

It is easy to see how far below any true standard of excellence such a state of feeling would bring a school, and how God's best gift of time would be wasted.

The enthusiastic devotion of a faithful teacher will be communicated to all in his care, and his earnest desire for their good, and sympathy in their interests will secure an attention to his requirements, and a purpose to make every moment productive of some improvement. The duties of the day do not close with the six hours usually assigned to them; much can be done out of school to prepare for the best use of time in recitation; but all extra efforts will be omitted by one whose highest aim is to secure a salary. Such teachers will be useless and unhappy, and will talk of public ingratitude, and their thankless task, which is very inconsistent, since one who works solely for money has no right to complain if that is his only compensation. The cause of Education is betrayed when put into such miserly hands. We expect no disinterested struggle for the elevation of society, from such a one. Let teachers who would be true to their calling, cherish for it that love which will lead them to seek every opportunity for doing good, and to such a performance of duty, that they may return, bringing their sheaves with them, to spend an eternity in the school where Christ shall be the Teacher.

## A LEAF FROM THE RED BRICK SCHOOL-HOUSE.

THE school was ended, and the teacher sat musingly in her chair, slowly putting by books and papers in the little red desk. She took up little Johnnie's slate, which she had taken away from him for making a noise. Turning it over, she laughed at the uncouth looking house pictured on it. "I wonder what my old drawing teacher would say to the prospective of that," she said. "How I wish I could give them lessons. Perhaps—perhaps"—she did not finish the sentence as she thoughtfully turned the key.

The next Saturday when the teacher went home, several miles away, she found time to look into her portfolio, and chose from among its contents a crayon head, a sweet childish face with folded hands. Then a visit to the old garret, and taking from among the grim old family portraits, the one with the best frame, the sedate looking old lady, with her enormous cap-border, was knocked out, and the baby face installed instead.

Monday morning many were the cogitations among the children, as to the contents of the big brown parcel, which Miss H. had brought.

Was it a big book or slate, or a "little blackboard?" "You know she said we needed a new black-board," suggested little Johnnie.

They found out in the afternoon, for the picture hung over the desk. At night the teacher told them that if their parents were willing she would teach those who wished to stay an hour after school, two nights in the week, a few lessons in drawing.

The plan succeeded admirably. None could stay who had not been good scholars. And after the lessons were over, all materials were put away till the next lesson.

The teacher herself was surprised at the additional influence the lessons gave her. Besides serving as a reward for good conduct, through them she became more intimately acquainted with her scholars.

Sometimes at night, tired and faint, she looked longingly up the hill, where the drooping branches of the old elm seemed to wave beckoningly to her to come away, but she never regretted her labor of love.

N.

## READING AND SPELLING IN PRIMARY SCHOOLS.

[The following excellent remarks we take from the last Annual Report of Wm. H. Wells, Esq., the efficient Superintendent of the Schools of Chicago. We commend them to the attention of teachers, and especially to teachers in our Primary Schools.—RES. ED.]

READING, the most important branch of school instruction, is generally the most imperfectly taught, especially in the Primary Schools. If we listen to a child who is reading the most colloquial piece that can be chosen, how marked do we find the difference in most cases, between the tones and modulations he employs, and those of common conversation. And why do we not find the same natural and easy tones and inflections in reading as in conversation? The answer is a sad reflection upon the manner in which reading is generally taught in elementary schools.

That this evil is necessary, no intelligent teacher believes. If we look for the seat of the difficulty, we shall probably find the principal cause in the fact that most children are first taught to call the names of a large portion of the words they read, without understanding their meaning. The remedy of the evil is suggested by the cause. Let no unmeaning words be presented to the young learner, and let no word ever be read without being understood. It is not enough that the word has a meaning, and that the child is *presumed* to understand what it is; the teacher should be sure that the child actually does understand every word that is read. The first words introduced should always be the names of common and familiar objects. The objects themselves should be referred to, and if possible presented to the test of the senses. The teacher should talk with the pupils about the objects, and employ the words in simple and familiar sentences, so that the reading may be associated with common conversation, and be made as nearly like it as possible. These directions are very few and very simple, and they have been given, substantially, many times before, and yet, if they had been faithfully followed in all the elementary schools of the country, we should probably find less than half the unnatural reading which we now witness.

In respect to the manner of giving children their first lessons in reading, a considerable diversity of practice still exists in different places. Some teachers still adhere to the system of teaching the *alphabet* first, then short syllables, and then words and sentences. Others commence with the *sounds* of the letters, and then proceed to their combination in words. Others commence with *words*, and

afterwards introduce the sounds and names of the letters of which they are composed. Others teach a few letters first, by their names, and then proceed to combine these letters in simple words; thus teaching the alphabet and words simultaneously. There is, however, at the present time, a very decided tendency to what is called the *word method*. Wherever this method has been tried, it has been found to possess important advantages over all other systems, and it is safe to predict that it will soon find its way into all the best elementary schools of the country. Words have meaning; letters have none. Words are as easily learned as letters, and they naturally precede letters. It is to be hoped that the time is not distant when the philosophy of education will be better understood, and when all teachers will learn that it is safe to follow nature in our efforts to cultivate the minds of children. Who would think of teaching a child the different parts of which a tree is composed, before he has learned to distinguish the tree itself? A child does not learn to call the name of a house by studying the windows, doors, chimneys, roof, etc., but he first learns to recognize the house as a whole, and the parts that compose it are learned afterward. So in reading, the natural order is to learn the whole word first, and afterward to learn the names and sounds of the letters composing it.\*

But the best recommendation of the *word method*, is the success that has attended its introduction. We have, in our own schools, some very marked examples illustrating the superiority of this system. Several of our teachers have, during the last year, by employing this method, advanced their classes more rapidly and successfully than would have been possible by any other means. One great excellence of the system is the aid it affords in teaching children to read naturally, and with correct expression. If no other object were accomplished, this alone would be sufficient to recommend it to the favorable regard of school officers and teachers.

The exact point at which the names of the letters are to be intro-

\* "When I first began to visit the Prussian schools, I uniformly inquired of the teachers, whether, in teaching children to read, they began with the names of the letters, as given in the alphabet. Being delighted with the prompt negative which I invariably received, I persevered in making the inquiry, until I began to perceive a look and tone on their part not very flattering to my intelligence, in considering a point so well settled as this, to be any longer a subject of discussion or doubt. The uniform statement was, that the alphabet, as such, had ceased to be taught as an exercise preliminary to reading, for the last fifteen or twenty years, by every teacher in the Kingdom."—MANN'S *Seventh Annual Report to the Massachusetts Board of Education*, 1844.



duced, is not a matter of much importance, so that we preserve the main features of the system unimpaired. The natural order of the different steps is manifestly the following: First, the *object itself* is presented to the senses; next, the *name* of the object is pronounced and learned. As the spoken word consists of *sounds*, the next step in order is to analyze the sounds, and utter them separately. After this, the *names* of the letters are to be learned.

If any teachers prefer to teach the *names* of the letters as fast as they occur in the words learned, no harm can result from such a course. But the *sounds* of the letters, which are the real elements of all spoken words, should by all means be learned as early as the names.\*

If, in any case, a teacher has not herself been accustomed to give the elementary sounds of the letters, she can easily acquire this power, by first pronouncing a word slowly and distinctly, fixing the attention upon the sound of any particular letter, and then, while this sound is still on the ear, uttering it alone. If it is desired to learn the sound of *a* in *all*, first speak the word *all*, and then commence the word, and stop on the first sound. So also, if the sound of *r*, as in *harm*, is to be learned; first speak the word with the attention directed to the sound of *r*, then speak the first part of the word, stopping with the sound of *r*, and finally utter the sound of *r* by itself. Any teacher may, in this way, become her own instructor, and if she is able to utter correctly all the sounds of a word as they occur in combination, she will readily learn to give them separately.

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### PHYSICAL EDUCATION.

THE work of education is by no means complete when the intellectual faculties and powers alone are drawn out and disciplined. This may have been accomplished with the highest exhibitions of intelligence and skill on the part of the educator. He may have displayed

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\* "The old, and in many places obsolete method, first, of teaching the alphabet by showing the letters, causing their names to be repeated without any regard to the sounds they represent, and then of teaching spelling by calling the names of certain letters in combination, and of pronouncing the syllable or word without any reference to the separate elementary sounds which, when united, constitute the word, will now find but few intelligent defenders."—DR. SEARS.

a wonderful knowledge of the powers to be educated, the order and succession to be observed, as well as the course of studies. The mind, in its perceptions of truth and deductions drawn therefrom, may claim our admiration for its brilliancy and strength. But while this mental training has been progressing, other parts of the student's nature have claimed attention. Man has a physical, mental, and moral nature, and so dependent are these, one upon the other, that if one suffers, the others suffer with it. A symmetrical education demands the proper development and culture of all three. This can only be attained in their due and proper exercise, for exercise is a primal law of our being. The possession of these natures proclaims an intended purpose, and in their united and harmonious development do we find this purpose displayed in characters of beauty and power. What would Washington's qualities of mind and heart have availed his country, unless the manly strength, the frame of iron had been added? A good man he might have been, a patriot he surely would have been; but the Father of his Country, never! The soul that trusted in God, the conscience that felt the omnipotence of justice and right, the heart that beat for his country's weal alone, the mind that thought out her freedom, was upborne by the body that knew no fatigue, by the nerves that knew not how to tremble. Washington had to endure physical fatigue enough to have killed three ordinary men, and how well did his youth prepare him for a life of protracted toil. Hear his biographer, Irving: "He was a self-disciplinarian in physical as well as mental matters, and practiced himself in all kinds of athletic exercises, such as running, leaping, pitching quoits, and tossing bars. His frame, even in infancy, had been large and powerful, and he now excelled most of his playmates in contests of agility and strength. As a proof of his muscular powers, a place is still pointed out at Fredericksburg, near the lower ferry, where, when a boy, he threw a stone across the river. In horsemanship, too, he already excelled, and was ready to back, and able to manage the most fiery steed."

Other illustrations could be given, but it needs neither these nor arguments to show that the subject under consideration deserves the thoughtful attention of every class of society. That the laws of our physical being are violated in the family, in society through her customs, and the school, we have only to witness the curved spines, rounded shoulders, contracted chests, the pallor, premature weakness and death, which everywhere meet our gaze. These bodily forces, intended for high and holy purposes, must continue, undiminished by

abuse, else that spiritual force, the mind, be robbed of her intended assistance. The laws of health must be preserved in the school, or it fails to fulfill its noble functions. Here the young are to be fitted for life, its labors, its toils, its struggles with nature and her laws, the arts, the sciences, the laws and government of society, and the duties of religion. To this end, the location of the school-house at a sufficient remove from swamps, marshes, or stagnant water, from the vicinity of decaying vegetable or animal matter, its construction, the size and height of the room, and the means and appliances of ventilation, become vitally important questions. They will conduce, if duly regarded, to give the glow and beauty of health, a buoyancy of spirit, an elasticity of mind, without which, all study is a burden, neither kindling nor keeping alive a single spark of intellectual fire. The formation of many diseases which are carried through life or give a premature death to their possessor, is laid in the school-room. The poisoned air is allowed to escape, and the subtle agent does its work. Another source of injury to the health of scholars, is the long and continuous confinement to which they are subjected. This is especially true of the youngest members of the school. The growing limbs of such should not be cramped or kept in one position for a length of time. They call for relaxation, and hence smaller scholars need oftener and longer recesses. Children from four to eight years of age, if in the school at all, cannot study, and very naturally will not. Motion and not rest, is their "destined end and way." Let an occasional recall to their reading and spelling be required, and then let them have their sports and plays, drinking in the pure air, God's best medicine. Committees and parents strangely err when they suppose that the mental growth of any scholar depends upon the length of time during which the mind applies itself to the lesson. A protracted confinement to study and a consequent physical exhaustion, drag down the mind by the strong cord of sympathy. The single effort, though but for a moment, will secure the greatest concentration and discipline of the mental faculties, when aided by the harmonious action of the other parts of our complex being. I regard it a duty to allude to a practice, found in many of our primary schools, which has a bearing upon this subject. Many teachers allow their scholars to read while in a sitting posture, and this is frequently seen with very small children. It is no wonder that all the younger members of a school have become more or less round shouldered in a single term. While in a sitting posture, the head is brought forward and downward, till the spine forms a perfect curve. The standing,

erect position is always the correct one in the reading exercise for every member of the school, and in every exercise for the younger. Without extending the discussion of this interesting topic, parents are particularly invited to look well to the physical education of their children. The different sports of the year, such as fishing, gunning, leaping, jumping, throwing quoits, the bat and ball, coasting and skating, should not be frowned upon. They have a two-fold use; they bring out the bodily powers, and turn the mind from idle and vicious habits. The daughter had better roam the forests, coast the hill, or bind the skates to her feet, than drink in the poisoned air of the heated room.—*Maine Teacher.*

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#### THE PROMPT REMEDY OF EVILS.

It is of the first importance to be prompt in our efforts to remedy all observed evils or errors, which are commencing. "*Obsta principiis.*" Resist the beginnings. It is much easier to check a forming habit, than to change a formed habit. Habit often pleads its own existence as argument and evidence of its correctness. Allow your scholars, even a few times, to pass from the school-room with poorly learned, and poorly recited lessons, and you will hear them quote the few such times, as your custom, and as evidence that you are wrong in attempting to secure perfect lessons afterwards. Even once allowing an evil to pass unchallenged may do harm to a scholar, a class, or a school; for you are liable to be challenged afterward, as inconsistent, if you check it, or to be driven tacitly to admit it to continue.

Promptness is comparatively easy. If we regard only the labor-saving aspect of our daily work, we must be prompt rather than slack, for the former habit is in most cases, as easily formed as the latter, and accomplishes the daily duty of life with full satisfaction to all who are concerned in our fidelity, and with ample comfort to our own conscience. A weed can be pinched off with the thumb and finger nails, but, if left two months, may require all your strength to root it up. A calf may be shouldered when two months old, by most men, with all ease, but if it grows to two years old, no man can lift it unless Doctor Winship of Roxbury.

Promptness, again, commands respect—perhaps from its very rareness, since I must say that of all the business men with whom I have come in contact, only a small per cent. are really prompt, when it is

left to their own choice whether to be prompt or slack. No man can properly be regarded as really prompt, who is only prompt when compelled to be so by law, or bank protest, or sharp dunning, or public disgrace, impending as punishments over his head, in case of failure. No teacher can properly regard himself as prompt, who does not aim to do every duty in good season. If I observe correctly, men often are negligent of what is irregular and occasional, of what is a side matter, an extra errand, than of what falls into its regular place as part of routine work. When the clear order of lessons in school is arranged, when the movement of lessons is definite, hearty and efficient, till the reciting and instructing are duly finished, the poorest teacher as such, can scarcely avoid being reasonably prompt. But, to provide for the next day, or week, or month, to foresee the need of change from one class to another, from one class-book to another, and quietly, in good time, to prepare the feelings of the class or pupil for the change, so fully, that it will be welcomed, as surpassing their own conjectures or expectations, to bear in mind the collateral claims, and carry them all on in harmony, to adjustment; this is a truer test of promptness than any other.

Promptness, of course, induces confidence also. Respect is founded on confidence, as is usually conceded. This hearty confidence of man in man, of scholars in teachers, of children in parents, is most valuable, and should call forth all possible effort to win it, and to keep it. The familiar old copy, "Be slow to promise, but quick to perform," teaches a wholesome lesson, which, as teachers, we should steadily carry out and exemplify.

An obliging disposition makes promises easily, and as easily forgets them. Yes, and any doubtful expression as, "I will see," "Perhaps so," is often used, but never with good effect, as the little boy who hears it, hopes for too much, expects too much from it, with sanguine eagerness jumping to the conclusion that he wishes most. How stunning may be his disappointment! Oftentimes disappointed, even in that way, his confidence is utterly swept away.

Still worse it is, when promises apparently reliable, are truly made, and broken, made often, and almost as often broken—what an utter loss of confidence must follow! Pencils or pens, books or lessons, it is but repeated disappointment, each less and less, till at last, the scholar would be rather more disappointed if the promise were kept than broken.

Promptness is a source of no little pleasure, to all whom it affects, directly or indirectly—the same sort of pleasure which the operations

of nature give, the movements of the stars, the course of the seasons, the strokes of powerful machinery, or delicate mechanism. It is what we admire as beautiful, what we morally expect, as right and harmonious, as relatively good, to all around its sphere. Hence is no little pleasure. But, when we experience its positive fruits, in removing evils, and in securing any good, as the removal of any evils is truly a good, then is its value most pleasurably realized, as a matter of personal concern. The illustrations of this from the one example of repairs, may amply suffice. The prompt stoppage of a draft of air, through a broken pane of glass, the prompt rescue of a smaller boy from the cruelty or teasing of a larger one, the prompt supply of water to allay thirst, the prompt close of school, at the recess, when lunch is taken to satiate hunger, the prompt notice to parents of neglected lessons on the part of son or daughter, and so on, for a thousand remedying of evil, as to soul or body, do undoubtedly evince the pleasure which promptness in this direction may easily give.

Promptness is an invaluable aid to business. The evils of neglected, deferred, or half managed school interests, are incalculable. The spirit of promptness leads to the timely attention, the due adjustment of successive calls, the reception, and no less, the settlement of all questions that seriously concern the trusts reposed in our hands. Would all incompetent teachers confess themselves incompetent, with conscientious fidelity, as soon as convinced of it as true, were all incompetent school officers to tender their resignation of office the moment that conscience prompts them to do so, were all parents to take prompt measures for vindicating the justice and kindness of teachers, for sustaining their authority and co-operating, not intelligently alone, but also without delay, in requiring lessons to be duly prepared at home, when so required, then what measureless and numberless evils would be remedied, and what a clearance of the hindrances in the way of business. And, in positive executive work, how much would be gained by the quick perception of errors in the systems of education, or the practical working of any one system; in the adaptation of causes to effects, of special means to special localities, of motives as influencing individual scholars when errors are seen, and not before, is there any hope of remedy, unless the remedies of Nature.

And, when a patient is abandoned as a hopeless case, by physicians, he may still recover by the remedial power of his nature; so may scholars learn much, enjoy much, and in manners, or morals, or both, improve much, even where school matters are badly conducted, for



"where there is a will, there is a way;" and some Professors, some Institutes, owe success mainly to the fact, not that their pupils were made to learn, as if compelled to come into the knowledge, not that they were aided and lured on, but that they were simply not prevented from learning, by a defective or a mischievous system. Such success is a burning shame.

Promptness has a more positive and glorious mission, than barely to remedy evils in its common aspect. Yet, in its true aspect, when all evil is removed, a most glorious mission is fulfilled.

L. W. HART.

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### GUESSING IN SCHOOL.

IN many schools, guessing is practiced as an art. Years of experience render scholars marvellously expert in the art; and it is surprising to observe how correctly a child can answer, and yet have scarcely any real knowledge of the subject to which the question relates. Of course, the teacher must tolerate and encourage this practice of guessing or it could not prevail. Permitting scholars to "try" two or three times in oral spelling, or upon questions that admit of but two or three possible answers, is calculated to foster the habit. In hundreds of words in the English language, scholars above the primary school know that one of two or three methods of spelling must be right. The teacher gives out *endeavor*. The scholar spells it, e-n-d-e-a-v-e-r. The teacher says "wrong;" then the scholar guesses the final syllable is o-r, and guesses right. The next time the word occurs, the pupil is no wiser than before, and has to go through with the same guessing process. In respect to all words in *or* and *er*, the same difficulty is presented, and similar difficulties in other classes of words. Between *y* and *i*, *ph* and *f*, *s* and *c*, *ur* and *er*, *l*, *ll*, and many other combinations, there are only two choices, and a second trial renders the scholar infallible, and the art of spelling becomes the art of guessing.

But spelling is a mechanical art; at least it is generally taught as such, and therefore the practice of guessing can not be so injurious in this as in many other branches. In those studies wherein the answers to questions should be the result of a process of reasoning, the habit should not be tolerated. Let us illustrate with a grammar lesson.

Teacher. *Children study their lessons.* Parse *children*, Peter.

Peter. *Children* is a proper noun,—

Teacher. Wrong.

Peter. *Children* is a common noun; first person.

Teacher. Wrong.

Peter. Second person; sing—

Teacher. It is not second person.

Peter. I mean third person; singular number,—

Teacher. Wrong.

Plural number; neuter gender,—

Teacher. No.

Peter. Common gender; nominative case to *study*. Rule: *Prepositions govern the objective case.*

Teacher. Wrong rule. *The subject,*

Peter. *The subject of a finite verb is put in the nominative.*

Of course, Peter understands the matter, gets a merit, and is a very nice boy generally. Peter is a prodigy in grammar. In stating the person, he had one chance in three of guessing right the first time, one in two the second time, and was "dead sure" the third time. The number, gender, and case, were subject to similar chances.

Guessing is a bad habit, and none but a *routinist* will permit it. The teacher should seldom say right or wrong, yes or no, or indicate by looks or motions that the answer is correct or incorrect. The question should either be passed to the next, or the pupil be compelled to reason out the answer. These things encourage the practice of guessing. They are convenient for the *routinist*, and render school-teaching a comparatively indolent occupation; but the business of a true teacher is to teach, and he has something better to do than practising his pupils in firing chance shots.

In conclusion, we report an authentic case, in which the scholar was disposed to guess, and the teacher was not disposed to permit it. In the course of recitation in geography, the pupils said that continents were islands.

Teacher. Are both continents islands?

Susan. They are.

Teacher. Is every island a continent?

Susan. Yes, sir.

Teacher. Did you ever see an island?

Susan. Yes, sir.

Teacher. What island?

Susan. East Boston.

Teacher. Is East Boston a continent?

Susan. Yes, sir.

Teacher. Which continent is East Boston?

Susan. The Eastern Continent.

This answer was enough to upset the throne of discipline, and it "brought down the house." Perhaps the scholar felt aggrieved, and disposed to complain that there were no such questions in the book as those proposed.—*Massachusetts Teacher.*

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### PAPER.

THE paper that people write and print on is commonly made out of rags. Before they knew how to make paper the rags were thrown away. But now they are all saved, and there is so much paper wanted that the paper makers can not get rags enough.

Families all about the country keep rag-bags. Into these they put all their rags, and then sell them to have paper made out of them. In cities it is quite a business for some poor people to pick up rags in the streets. These rag-pickers go about with a basket in one hand, and a hook on the end of a stick in the other. They hook up the rags in the gutters, and put them into their baskets.

If you see a heap of rags they do not seem to you to look much like paper. How good clean white paper is made out of them is a puzzle to you.

I have seen them make paper for newspapers, and I will tell you some things about the way they do it.

First they clean the rags, and then they put something with them to take all the color out of them. Then they grind them up fine, and after a while you see the rags turned into a sort of white porridge. This is ground rags and water together.

The next thing is to let this rag-porridge run over a long fine sieve. This sieve lets the water drip through. By the time that the porridge gets to the end of the sieve it is changed into paper.

But the paper is wet, for all the water has not dripped through. It must be dried now. This is done in a very pretty way. The paper is made to go off from the sieve over some great round smooth rollers. These rollers are full of steam, and so are quite hot. This dries the paper and makes it smooth.

The paper keeps making all the time. The rag-porridge is always

running on to one end of the sieve. At the other end the paper is passing off to the rollers to be dried.

The paper slides off from the rollers to where there is a great pair of shears. Here it is cut off sheet by sheet. The sheets are all of the same size. This is because the shears work as regularly as a clock ticks. They always cut the paper at just the right time. The shears are not worked by hand. The machine works them. A girl sits before them, and as fast as the sheets drop she picks them up and lays them in a pile.

A sheet of the finest letter paper is nothing but threads of rags fastened together. You will think that this can not be so, because the paper is so very smooth. But I could show you that it is so by letting you see a little piece of paper through the microscope. It does not look smooth now. Little bits of threads lie across each other, tangled together in every way. These threads you can see sticking out all along the torn edge of the paper. In coarse paper you can see the threads without the microscope.

Paper is made out of other things besides rags. Straw, hay, and old ropes are used in making coarse wrapping-paper. Some kinds of wood are sometimes used. The wood must be ground up very finely to make paper that is at all smooth. Very good paper for printing is made out of wood.

Wasps were the first paper makers. They have always built their nests of brown paper. And this paper they make themselves out of wood. They bite off little bits of wood from fences and boards. These they grind up well in their mouths, wetting it with their saliva as they grind. They make a sort of wood-porridge in this way. Out of this they build their nest. And if you look at a wasp's nest, you will say that the brown paper which the wasps make is much like that which men make.—*Dr Hooker's Book of Common Things.*

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For the Journal.

## A STORY FOR CHILDREN.

BY COUSIN NICELY.

CARRIE was a very little girl, only four years old, and was just learning to sew. She sat, one afternoon, sewing very busily by her aunt Helen's side, when out slipped the thread from her needle.

Aunt Helen put out her hand for the needle, but Carrie said, "No auntie, I can *string* it, I am big enough." But the little girl found it harder work than she thought, and suddenly starting up, exclaimed very impatiently, "String my needle, aunt Helen, string it quick, I say."

*Please* auntie, thread my needle, is what little girls should say," said aunt Helen. "I wont say that, I'll say *thread*, but I wont say *please*," exclaimed Carrie, stamping her foot.

Her mother was in the next room, but did not hear what her little daughter was saying. So aunt Helen very quietly kept on with her work. Carrie stood with flashing eyes. "Are you going to thread my needle?" "Not until you say please," was the answer. "Why must I say please?"

"Because it is *right*. Little girls should be very gentle and kind, for this too is right; and it is neither kind nor proper to ask in a *rude* way."

By this time Carrie began to cry, "Oh! dear, I said so because I wanted you to do it quick, Oh! dear, you are a real naughty aunt." Finding that her aunt took no notice of her, she cried louder than before. After a little time, however, she stole close up to her aunt, and laid her head softly on her lap. "I'm *real* sorry Auntie." "Sorry for what?" asked auntie, lifting the little head, and brushing the sunny hair from the wet cheeks. "Sorry I was naughty, I love you if I did be so bad," and she raised her mouth for a kiss. Pretty soon she said softly, "Auntie, *please* thread my needle if I haven't been too naughty." The needle was quickly threaded, then she asked, "Is it always right to say please when I want anything?" "Yes, always," said Auntie, "will you try to remember it?" "Yes ma'am but should I say please to Bridget?"

"Certainly, and to Henry and Eddie too." "Oh how funny that is," laughed Carrie, "but I'll try to remember it."

When her seam was finished, she put her little basket upon the table and went to the window, where she saw her brothers just coming from school.

Out she ran to meet them, saying, "Henry, when you go to the barn will you *please* let me go to see the kitties?"

"Yes, darling, you are such a dear little girl we'll go now," and away they went and played with the kitties till Carrie, in trying to draw them in her little cart, broke one of the wheels.

"Oh! dear," she sobbed, "I've *braked* my little cart, what shall I do?" "I guess Eddie can mend it," said Henry; so she went to find

him. "Eddie, *please* mend my cart?" "Oh yes Sissie, don't cry, but run in the house and bring me a hammer." But when she got in the house, she could not reach the hammer, and was just going to say to "Grandma" "get me the hammer quick," when she remembered that would not be right; and she said instead, "*Please* Grandma, get me the hammer." "Why what a little lady she is," said "Grandma" looking over her spectacles, "it's pleasant to do things for children who ask so prettily."

When Carrie's father came home at night, she ran to him saying, "Oh father, I've learned how to get things *easy*, and people love me. It's only to say *please*, isn't it a *nice way*?"

How many little folks there are who have not yet learned the "*nice way*," and those who have, sometimes forget about it. But I hope all who hear this story, (and a great many of you will remember that "Cousin Nicely" has told it in the school-room,) will remember, that to *all*, even to their school-mates, to Bridget, or Mary, in the kitchen, it is better to say *please*.

A little boy, a pupil of my own, came to me one day, saying, "Please take the pin out of my collar, it pricks my neck;" and after I had done what he wished, he said "thank you," and quietly took his seat. "That's a fine boy," remarked a stranger who was visiting our school, "I like him for his manly politeness."

Those boys and girls who are careful to be *civil*, respectful, and courteous will always have plenty of friends; and if any of my little readers are rude and coarse in their manners, I beg them to get rid of the habit as soon as possible, and learn to say "please" and "thank you."

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## BE COURTEOUS.

### A STORY WITH A MORAL.

THE following incident illustrates the adage, "You cannot judge of a man by the coat he wears":

"Halloa, Limpy, the cars will start in a minute; hurry up, or we shall leave you behind!"

The cars were waiting at a station of one of our Western railroads. The engine was puffing and blowing. The baggage-master was busy with baggage and checks. The men were hurrying to and fro with



chests and valises, packages and trunks. Men, women and children were rushing for the cars, and hastily securing their seats, while the locomotive snorted, and puffed, and blowed.

A man carelessly dressed was standing on the platform of the depot. He was looking around him, and seemingly paid little attention to what was passing. It was easy to see that he was lame. At a hasty glance one might easily have supposed that he was a man of neither wealth nor influence. The conductor of the train gave him a contemptuous look, and slapping him familiarly on the shoulder, called out,

"Halloa, Limpy, better get aboard, or the cars will leave you behind!"

"Time enough, I reckon," replied the individual so roughly addressed, and he retained his seemingly listless position.

The last trunk was tumbled into the baggage-car. "All aboard!" cried the conductor. "Get on Limpy!" said he, as he passed the lame, carelessly dressed man.

The lame man made no reply.

Just as the train was slowly moving away, the lame man stepped on the platform of the last car, and, walking in, quietly took his seat.

The train had moved on a few miles when the conductor appeared at the door of the car where our friend was sitting. Passing along, he soon discovered the stranger whom he had seen at the station.

"Hand out your money here!"

"I don't pay," replied the lame man very quietly.

"Don't pay?"

"No, Sir."

"We'll see about that. I shall put you out at the next station!" and he seized the valise which was on the rack over the head of our friend.

"Better not be so rough, young man," returned the stranger.

The conductor released the carpet-bag for a moment, and seeing he could do no more then, he passed on to collect the fare from other passengers. As he stopped at a seat a few paces off, a gentleman who had heard the conversation just mentioned, looked up at the conductor and asked him:

"Do you know to whom you were speaking just now?"

"No, Sir."

"That was Peter Warburton, the President of the road."

"Are you sure of that, Sir?" replied the conductor trying to conceal his agitation.

"I know him."

The color rose a little in the young man's face, but with a strong effort he controlled himself, and went on collecting the fare as usual.

Meanwhile Mr. Warburton sat quietly in his seat—none of those who were near him could unravel the expression of his face, nor tell what would be the next movement in the scene. And he—of what thought he? He had been rudely treated; he had been unkindly taunted with the infirmity which had come probably through no fault of his. He could revenge himself if he chose. He could tell the Directors the simple truth, and the young man would be deprived of his place at once. Should he do it?

And yet, why should he care? He knew what he was worth. He knew how he had risen by his own exertions to the position he now held. When, a little orange peddler, he stood by the street-crossings, he had many a rebuff. He had outlived those days of hardship; he was respected now. Should he care for a stranger's roughness or taunt? Those who sat near him waited curiously to see the end.

Presently the conductor came back. With a steady energy he walked up to Mr. Warburton's side. He took his books from his pocket, the bank bills, the tickets which he had collected, and laid them in Mr. Warburton's hand.

"I resign my place, Sir," he said.

The President looked over the accounts for a moment, then motioning to the vacant seat at his side, said:

"Sit down, Sir, I would like to talk with you."

As the young man sat down, the President turned to him a face in which was no angry feeling, and spoke to him in an under tone.

"My young friend, I have no revengeful feelings to gratify in this matter; but you have been very imprudent. Your manner, had it been thus to a stranger, would have been very injurious to the interests of the Company. I might tell them of this, but I will not. By doing so I should throw you out of your situation, and you might find it difficult to find another. But in future, remember to be polite to all whom you meet. 'You cannot judge of a man by the coat he wears;' and even the poorest should be treated with civility. Take up your books, Sir. I shall tell no one of what has passed. If you change your course, nothing which has happened to-day shall injure you. Your situation is still continued. Good morning, Sir."

The train of cars swept on, as many a train had done before; but within it a lesson had been given and learned, and the purport of the lesson ran somewhat thus—**BE COURTEOUS TO ALL.**

## MISCELLANY.

**STATE TEACHER'S ASSOCIATION.** In our next, we shall give the Secretary's Report of the meeting of this Association, held at Danielsonville, on the 16th and 17th ult. We have now only space to say that the meeting was an interesting one, though not so largely attended as some previous meetings have been. This, however, was in part, certainly, owing to the unfortunate state of the weather. E. F. Strong, Esq., of Bridgeport, was unanimously re-elected President for the ensuing year. A complete list of the officers and also of the Associate Editors, will be given in our next.

**HOLBROOK'S SCHOOL APPARATUS.** By a recent act of the Legislature, this useful Apparatus will not be furnished to districts at the low price of \$3, after the first of next December. Until then, it may be had of the Warden of the State Prison, Wethersfield, or of Mr. J. O. Hurlburt, 280, Main street, Hartford. In order to obtain it, a certificate signed by the district committee, stating that it is wanted for the use of the district he represents, should accompany the money. If ordered of Mr. Hurlburt (which will usually be most convenient,) \$3.25 should be sent with the order,—the extra twenty-five cents being to defray the expense of freight, etc., from the prison. As there are only about one hundred sets on hand, it is for the interest of those wanting, to order at once.

**DR. BARNARD.**—This gentleman and distinguished educator, left Connecticut early in June, to enter upon his duties in connection with the University at Madison, Wisconsin. His eminent talents, extensive experience, and earnest devotion, will make him a valuable accession to the educational corps of the West. Our best wishes attend him in his new field of labor. Those of our readers who wish to express their interest in Dr. Barnard and his efforts, can do him and themselves a good service, by becoming subscribers to "Barnard's American Journal of Education," published quarterly by F. B. Perkins, Hartford, at \$3 per annum. It is a work of rare merit.

**STORIES FOR YOUTH.** At the earnest request of many of our readers we have resumed the plan of publishing one or two stories, in each number, intended to interest and benefit the pupils in our schools. Many teachers have assured us that such stories have proved highly acceptable and profitable. The story in this number, "by Cousin Nicely," conveys a very important lesson in a pleasant and

well told story. In behalf of the youth, as well as in our own behalf, we cordially thank "Cousin Nicely" for her contributions. Will not other teachers follow her example by writing for our pages? We have several communications awaiting an insertion.

**A FEW WORDS TO OUR SUBSCRIBERS.**—The publisher of the Journal would express his sincere thanks to those subscribers who have promptly remitted the amount of their subscription. He is sorry, however, to say that there is nearly \$600 now due for arrearages, and every dollar of this amount is actually wanted at this time, to meet the demands against the Journal. Many of our subscribers are now owing for two years, and some for three and four years. The terms of subscription are \$1 in advance. With the present number we send bills to all who have not paid, and we trust there will be a prompt response. The publisher has been directed to take immediate measures to collect all arrearages, and to charge \$1.50 on all subscriptions remaining unpaid on the first of August. We doubt not that all are willing to pay, but in many cases the bill has been overlooked or forgotten. *Reader,—will you see if this applies to you?*

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#### TEACHERS' MEETING.

We give below the Secretary's notice of the second annual meeting of the National Association. The occasion will be one of unusual interest, and as there is to be a reduction of fare, we presume many teachers and friends of education in Connecticut, will avail themselves of the facilities afforded for a visit to our National Metropolis, and to a highly important meeting. At the late meeting of our State Association, the Resident Editor and Rev. S. Burleigh, were appointed special delegates.

#### NATIONAL TEACHERS' ASSOCIATION.

THE SECOND ANNUAL MEETING OF THE NATIONAL TEACHERS' ASSOCIATION, will be held in WASHINGTON, D. C., on the Second Wednesday, the 10th of August next, commencing at 9 o'clock, A. M.

At this meeting, Lectures are expected from the following gentlemen, viz:

Introductory Address by the President, ANDREW J. RICOFF, of Cincinnati, Ohio.

Lecture by ELBRIDGE SMITH, of New England.

Lecture by J. N. MCJILTON, of Maryland.

Lecture by JAMES LOVE, of Missouri.

Lecture by Mr. ——— of the South-West.

Several Essays and Reports are expected from gentlemen of different sections of the country.

The order of exercises will be announced at the meeting. Measures have been taken to make this the largest, most interesting and influential Educational Meeting that has ever been held in the country. A large number of the most distinguished educators, representing every department of instruction, are expected to be present and participate in all the deliberations of the meeting.

It is proposed, in order to the fullest discussion of such subjects as may be presented for consideration, that the Association divide itself into sections, after the manner of the "Scientific Association," and thus afford time for freedom of debate and mature action on all subjects presented. This arrangement will afford the members an opportunity to engage in such sections as have under consideration questions in which they are particularly interested.

It is expected that papers embracing the several departments of instruction, from the primary School to the College and University, will be presented.

The Local Committee, at Washington, the chairman of which is Prof. Z. Richards, is actively engaged in making preparation for the meeting. Gratuitous entertainment will be given to ladies, and a reduction of fare made to such as put up at the public houses. A reduction of fare has also been secured on the principal lines of travel. Thus, all who are interested can attend this meeting, and at small expense.

Educational Journals and other papers, friendly to the objects of the Association, are respectfully requested to insert this notice.

Further particulars may be had by addressing the President, A. J. RICOFF Cincinnati, Ohio; Z. RICHARDS, Washington, D. C.; D. B. HAGAR, Jamaica, Plains, Mass.; C. S. PENNELL, St. Louis; or the Secretary, J. W. BULKLEY, Brooklyn, N. Y.

By order of the Board.

J. W. B., Secretary.

BROOKLYN, June 10th, 1839.

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AMERICAN INSTITUTE OF INSTRUCTION. The next annual meeting of this association will be held in the city of New Bedford, Massachusetts, on the 23d, 24th, and 25th of August. The Directors are making arrangements for a large and profitable meeting. We go to press too early to give the order of exercises. In our next we shall be able to give it entire. Those who attend this meeting may be sure of a cordial reception from the citizens of New Bedford.

## BOOK NOTICES.

HOOKER'S CHILD'S BOOK OF COMMON THINGS, for the use of Primary Schools. By Worthington Hooker, M. D. New Haven: Peck, White & Peck.

We ought to have noticed this little work at an earlier day. It is an excellent book for Primary Schools, and we wish it might be used in every such school. It contains much information on common things, and its judicious use will tend to awaken thought at the same time that it imparts instruction. The work contains 47 chapters or lessons—one of which will be found on another page.

Any teacher may procure a copy of the publishers by sending 25 cents,—and we do not hesitate to express the belief that nearly every teacher will be interested and instructed by the unpretending volume before us.

GEOGRAPHY FOR PRIMARY SCHOOLS, on the true method. By Worthington Hooker, M. D. New Haven: Peck, White & Peck.

Dr. Hooker has made a very valuable work for little folks—or beginners in Geography. He commences with the home or with the school-house, and step by step, takes his pupils out into the world,—every step being made plain and as preparative to the next. For 25 cents, we presume, the publishers will send this little work to any teacher who may wish to examine it with a view to using it. (See advertisement.)

CAPT. JOHN SMITH; A Biography. By Geo. Canning Hill. 12mo., 256 pp.

GEN. ISRAEL PUTNAM; A Biography. By Geo. Canning Hill. 12mo., 270 pp.

BENEDICT ARNOLD; A Biography. By Geo. Canning Hill. 12mo., 295 pp.

These volumes are a part of a Series of American Biography, in course of publication by E. O. Libbey & Co., Boston. They are beautifully printed and bound in an attractive style. We have read them with much interest and give them our unqualified approbation, as being works well adapted to school and Family Libraries. (See advertisement on 2d page of cover.)

HINTS TOWARD PHYSICAL PERFECTION: Or the Philosophy of human beauty, &c. By D. H. Jacques, 12mo., 239 pp. New York: Fowler & Wells.

This well printed work contains much useful information which should be accessible to all,—and we feel assured that a due observance of the hints and suggestions in this volume would do much to promote happiness, health, and longevity.

SCHOOL REPORTS. We are under obligations to M. T. Brown, Esq., Superintendent of the Schools of Toledo, Ohio, for a copy of the annual report of the schools of that city, and also to J. W. Bulkley, Esq., Superintendent of Brooklyn, New York, for a copy of his fourth annual report. Both these reports are highly interesting and valuable. We shall refer to them again.